

Activating Communication

Focusing lenses



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ACTFL Position Statement on Languages as a Core Component of Education for All Students

The ACTFL Board of Directors with leadership of the National Association of District Supervisors of Foreign Languages (NADSFL) and the National Council of State Supervisors for Languages (NCSSFL) have released a position statement to describe how four major initiatives in the United States today connect with language learning. Local, state, regional, and national perspectives are represented in this position statement, as an additional 70 organizations provided input and comment. All ACTFL Position Statements can be accessed online at www.actfl.org/news/position-statements.

In the 21st century, language learning meets real world needs:

- Rewards learners with a resume differentiator – the ability to communicate and collaborate in another language across cultures and time zones
- Provides access to information and collaboration in any field - including science, technology, engineering, mathematics; business; and health care
- Develops critical literacies by practicing skills to understand, exchange opinions, and present ideas
- Develops flexible and adaptable thinking, plus an ability to function in new and unfamiliar situations
- Prepares learners to think and interact in a global community

Language learning develops these 21st century skills as learners:

- Participate in face-to-face interactions via technology, internships and volunteer opportunities in the community.
- Apply their competence in a new language to their career and personal goals, broadening their thinking beyond self-serving goals
- Become more adept in understanding diverse cultural perspectives and their own identity

These benefits are essential for and are within reach of all learners. An early start to learning a second language, programs of immersion or dual language immersion, and long learning sequences show strong results in helping all learners achieve these results. More states are setting up processes to verify second language competency (whether learned through classroom experiences or not) and provide academic credit.

The five goal areas (five Cs) of the **National Standards** become a rationale for learning languages and provide a roadmap for effective and motivating teaching and learning.

Standards-based language learning develops literacy and numeracy. By learning communication strategies to use language for interpersonal, interpretive, and presentational purposes, learners expand their repertoire to elicit information and exchange ideas, to comprehend and interpret, and to create effective oral and written messages. As learners compare the new language with their native language, they gain a deeper awareness of how language functions. As learners collect and interpret data, they practice numeracy. This process builds literacy and numeracy skills as described in the Common Core State Standards for English Language Arts and Mathematics.

Through language learning, learners:

- Develop literacy with a balance of informational and literary text
- Use their second language to access, discuss, and create content across all disciplines
- Access increasingly complex text
- Provide text-based answers
- Write from sources to explain, persuade, and convey experience
- Build academic language

Standards-based language learning prepares learners in the STEM areas. The goal area of connections broadens the content for learning languages to any area where learners might use language. Project- or Problem-based language learning with STEM (Science, Technology, Engineering and Math) content develops problem solving, critical thinking, and inquiry skills when activities are at a level of cognitive challenge that is age/developmentally-appropriate.

Examples include:

- Reading informational text on STEM topics
- Using technology to access information not available in English
- Creating surveys for learners to conduct, interpret, and share the results with non-English speaking audiences
- Participating in projects underway throughout the world

Standards-based language learning engages learners through practical applications for special purposes. By interacting with new information and acquiring new perspectives that are only available through the target language, learners expand their knowledge beyond what they are learning through their native or heritage language. Learners identify local and global communities in which they can apply their new skills, perspectives and language skill in purposeful ways. Service learning, business environments, the arts, and technology provide opportunities for students to demonstrate their ability to communicate in culturally appropriate ways. In these contexts, learners build a disposition for lifelong learning while they acquire technical skills.

Standards-based language learning strengthens college and career readiness. Learners heighten their essential 21st century skills of communication, critical thinking and problem solving, collaboration, and creativity. Strengthening their performance in each of the modes of communication, learners become ready for post-secondary education and careers as described in the Common Core State Standards: responding to the varying demands of audience, task and purpose; developing collaboration skills; presenting or conversing with clarity and precision; comprehending as well as critiquing; valuing evidence; and using technology and digital media strategically and capably. These skills are also identified as essential for all high school graduates by state employability standards and postsecondary initiatives (such as Project LEAP). By using their new language to explore interests and any subject areas, learners build strong content knowledge.

Language learning is real world education; the knowledge and skills are applied lifelong.

Using this position statement create three statements that would summarize this document that you could use as an advocacy statement.

How do focusing lenses and topics impact learning, planning and teaching?

Topics

Topics are usually unit titles and unit content

Natural disasters	Traditions/Celebrations
Health	Meeting new friends
Social relationships	Housing
Education	Historical events
Technology and Science	Fashion
Family	Food
Communication and Media	Leisure and play
Literature	Inventions
Contemporary life	Education
Marketing and Business	National Heritage
Navigating a city	Shopping
Entertainment	Environment
The arts	Outdoors
Travel	Ancient civilizations
Immigration and Migration	Hunger
Global water issues	Human rights

Focusing Lenses

The lens is used to shape the instruction of the unit. This is how learners receive instruction at a deeper level. Focusing lenses add real life application.

Citizenship	Patterns
Balance	Diversity
Innovation	Perspective
Conflict	Interactions
Identity	Globalization
Relationships	Complexity
Beliefs	Design
Connections	Influence
Beauty	Leisure time

ACTFL 21st Century Skills Map

<http://actfl21stcenturyskillsmap.wikispaces.com>

http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

<p>Communication Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.</p>	<p>Collaboration Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.</p>
<p>Critical Thinking & Problem Solving Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.</p>	<p>Creativity & Innovation Students as creators and innovators respond to new and diverse perspectives as they use language in imaginative and original ways to make useful contributions.</p>
<p>Information Literacy Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.</p>	<p>Media Literacy Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.</p>
<p>Technology Literacy Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.</p>	<p>Flexibility & Adaptability Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.</p>
<p>Initiative & Self-Direction Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.</p>	<p>Social & Cross-Cultural Skills Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.</p>
<p>Productivity & Accountability Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.</p>	<p>Leadership & Responsibility Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community</p>

Designing Learning

Building a unit with a new lenses

Work in small groups. You decide.

In your teams:

1. Choose a unit topic. _____
2. Choose a focusing lens. _____
3. Brainstorm your unit in thinking about these questions...
 - a. Is the unit topic meaningful and purposeful?
 - b. Is the unit engaging and relevant?
 - c. Will the learner have the opportunities to collaborate?
 - d. Will the learner be able to research?
 - e. Will the unit be able to create and innovate?
4. What are the 21st century skills that are center stage?

5. What is the assessment?
6. Brainstorm some learning activities.
7. Research some sources, including one infographic.

My Discoveries-Assessment

- I. **Theme #1-Interpersonal Conversation:** an interpersonal conversation is a spontaneous interaction where you explain your discoveries. The person listening must interact with you by asking questions and giving opinions, etc. (Each pair will talk, discuss, ask questions, etc. all in the language for **three** minutes). During this conversation both of you will discuss your first theme.

Self-evaluation: _____/10

Comments on your performance: (What you did well? What do you want to improve?)

- II. **Writing summary** –Your best discovery theme: You are going to write a brief summary that would make a good blog entry to share with friends of what you learned about theme your researched. Give details, your opinions, your questions, etc. Write between 125-150 words.

Rubric example

Quick Speak rubric

9-10	You understand fully and you..... <ul style="list-style-type: none"> do the task and speak entirely in French using the vocabulary, grammar and culture expected for the learning targets. perform at or above the level of accuracy for the task. self-correct when necessary while speaking. respond appropriately. elaborate and extend your response.
7-8	You understand and you..... <ul style="list-style-type: none"> do the task and speak mostly in French using the vocabulary, grammar and culture expected for the learning targets. perform at basic level of accuracy for the task. sometimes self-correct when necessary while speaking, but English sometimes interferes. respond clearly, but with some hesitation.
5-6	You seem to understand and you..... <ul style="list-style-type: none"> do the task and speak a little in French using the vocabulary, grammar and culture expected for the learning targets perform at below level of accuracy. barely self-correct and use too much English. respond, but speaking is not understandable.
0	You ... <ul style="list-style-type: none"> do not do the task or meet any expected outcomes.

Rigor/Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement.

First, there is the **Knowledge Taxonomy**, a continuum based on the six levels of **Bloom's Taxonomy**, which describes the increasingly complex ways in which we think. The low end involves acquiring knowledge and being able to recall or locate that knowledge. The high end labels the more complex ways in which individuals use knowledge, such as taking several pieces of knowledge and combining them in both logical and creative ways.

The second continuum, known as the **Application Model**, is one of action. **Its five levels describe putting knowledge to use.** While the low end is knowledge acquired for its own sake, the high end signifies use of that knowledge to solve complex real-world problems for use in real-world situations.

The Rigor/Relevance Framework has **four quadrants**. Each is labeled with a term that characterizes the learning or student performance at that level.

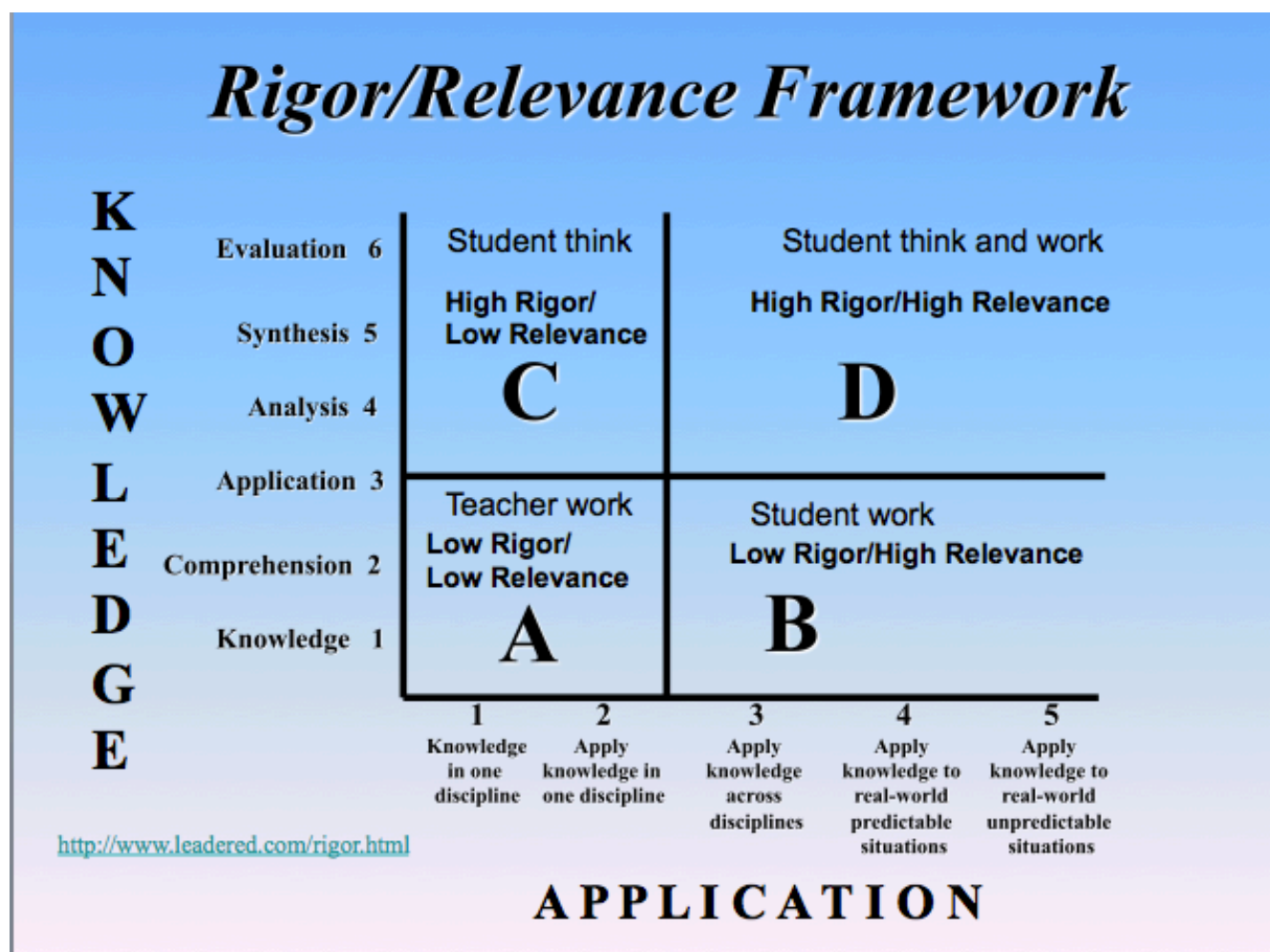
Quadrant A — Acquisition: (Low Rigor, Low Relevance-Teacher Work):
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.
Quadrant B — Application: (Low Rigor/High Relevance-Student Work):
Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.
Quadrant C — Assimilation: (High Rigor/Low Relevance-Student think):
Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.
Quadrant D — Adaptation: (High Rigor/High Relevance-Student think and work):
Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

****Resource: International Center for Leadership in Education**

Which Quadrant: A, B, C, D?

Identify each one of these tasks according to the Rigor and Relevance Framework?

1. _____ digital storytelling project to interpret a song from Québec
2. _____ use a train schedule
3. _____ research the Aztecs and write a report
4. _____ design a new German city center using information from data and interviews of city citizens
5. _____ memorize the alphabet
6. _____ conduct research and analyze data about a world problem such as SIDA, malaria, hunger, etc. and prepare a presentation of two possible solutions
7. _____ make a podcast introducing yourself
8. _____ create a model of the Eiffel Tower
9. _____ create a series of podcasts to teach Spanish to local elementary students in a nearby school
10. _____ write and perform a play using a Mayan legend read in class
11. _____ make a storyboard about the Chinese legend
12. _____ use Google maps street view to locate the hotel you chose for your stay in Paris
13. _____ create a digital comic strip using the characters from the Aztec legend.
14. _____ role-play a scene between a restaurant server and a customer.
15. _____ discuss music trends in Italy as well as personal music tastes.
16. _____ analyze and debate the seal kill in Canada and organize an awareness campaign in your school
17. _____ practice new vocabulary words for the school unit.
18. _____ develop a nutritional plan for a health problem affected by a food allergy



World Languages Activities in the Rigor and Relevance Framework
Fill this chart out with your own ideas.

